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# Agricultural Education



*Studying the oldest text book on dairying—it is still the best*

*"Not failure, but low aim is crime."  
—LOWELL.*

# EDITORIAL COMMENT

## AGRICULTURAL EDUCATION

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, at Des Moines, Iowa.

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## BETTER SUPERVISED PRACTICE

**W**ISHING to keep my feet on the ground and to avoid becoming a "swivel chair prof" I have followed the custom of spending at least two weeks each summer in visiting vocational agriculture departments.

I remain not less than a day with each teacher, giving the bulk of my attention to his supervised practice program. Firmly convinced that this phase of our work is of basic importance, I have always tried to study it as carried on in the field under practical conditions.

Much good work was in evidence this year. Much improvement in the supervised practice program is observable. Much more improvement must be made, however, before this part of our program will even closely approximate its possibilities. I believe that this statement will hold true in all sections of the country.

Our fundamental difficulty may probably be located in the failure of the teacher to realize the importance and basic value of supervised practice as a *teaching device*. In too many cases this work is still a *requirement* rather than an *opportunity*. If the teacher looks upon the project as an appendage to vocational agriculture instead of an integral part of the program, it is only natural that the work of his students will reflect this attitude.

The framers of the Vocational Education Act incorporated supervised practice therein for the reason that it was regarded as a valuable means of teaching. In this connection there are two phases of the learning process to be considered—*acquisition* and *application*. The use of projects and other forms of supervised practice, in order to be most effective, must include these two phases.

In acquiring knowledge, skill, ability, attitudes and ideals, the project plays its part in offering motives and incentives, in providing definite and real problems, in setting up worthwhile goals. The interest factor must be recognized in learning and it is here that the project plays its big part so far as acquisition of knowledge is concerned.

The use of the project in the learning process as a means of application has been fairly well understood. We have not, however, made the best of our opportunities even here. As teachers, we are too easily persuaded that our students' carefully thought-out plans may be altered when obstacles in practice present themselves. Use is the third\* essential for permanent learning and must not be neglected.

First of all, then, it is necessary that the vocational teacher shall be enthusiastic regarding the value of supervised practice. The next essential for success is that he be able to convince his students and patrons of its real value to them. He must be a salesman of the "supervised practice idea." Until this has been accomplished, good work will be difficult.

From my observation in the field, there appear to be several other difficult links in the chain of successful supervised practice. First of all, many so-called "working plans" are altogether inadequate and otherwise unsatisfactory. They indicate very little thought on the part of the student who is to carry out the project, and fail to show sufficient preparation for the work to be done.

Another weak link is the limited scope of the projects and the narrowness of the supervised practice program. No arbitrary standard for extent of program or scope of projects can well be proposed. Communities vary in character, students differ in ability. A principle which may be accepted, however, is that each boy taking a course in vocational agriculture should carry a supervised practice load commensurate with his capacity—he will be more interested and he will learn more, to say nothing of the other advantages accruing.

Another apparent weakness lies in the fact that many of our teachers are not familiar enough with the project work of their own students—particularly during the vacation period. There is too much vagueness and uncertainty; too little definite and accurate knowledge of each boy's situation, problems, needs, and progress during the time he is making application of what he has learned. The teacher will be of little value in guidance if he fails to keep in close touch with the work of each student. A definite visitation record system is needed.

It is true that much progress has been made in supervised practice. Much remains to be done. The tremendous possibilities in this aspect of our work must be appreciated by all concerned.

\*Interest—Understanding—Use.

## PART-TIME EDITOR

**W**E ARE pleased to present here with a picture and brief "write-up" of our latest staff member, Mr. Roy H. Thomas.

Mr. Thomas has accepted the responsibility for keeping us informed on progress in the field of Part-time work in vocational agriculture. This activity shows promise of being one of the most valuable and effective methods yet devised for the education of those young men just entering the occupation of farming.

Raised on a farm in Fulton County, Kentucky, Mr. Thomas took an A. B.

and a B. S. from the university of that state and later an M. S. at Cornell. He has taught agriculture in Kentucky and North Carolina and was student assistant in Agricultural Education for a year at Cornell University. He has had considerable experience as a writer, serving on the editorial staff of the Lexington (Ky.) Daily Leader, and as vocational editor for The Progressive Farmer.

Mr. Thomas has been North Carolina's supervisor of Vocational Agricultural Education for ten years. In this capacity he has had much responsibility for the progress which has been made in this field throughout the state. He has taken much interest in the promotion of Part-time classes. This, together with his ability as a writer, particularly fits him for a place on the staff of *Agricultural Education* as Special Editor for Part-time work. He will be pleased to receive contributions in this field; address him at Raleigh, North Carolina.



Roy H. Thomas

Is your state 100% for Agricultural Education?

*Agricultural Education August 1930*

# Changed Practices Due to Vocational Agriculture

C. L. BUNYARD, District Supervisor, Oklahoma

**W**HAT influence does the department of vocational agriculture in the high school have in changing farm practices in the community? Facts shown by a recent study of community farm surveys in the Kelley, Iowa, community seem to indicate that, in this particular community, the department of vocational agriculture does have considerable influence on changes in farm practices.

The Kelley, Iowa, community, located in Story County about eight miles south of the Iowa State College, is considered typical of Iowa farming communities. The major farm enterprises in this community are corn, swine, and dairying. So far as known, every agency which might have an influence on the farm practices being followed on the farms has been operating in the Kelley community. A fully accredited consolidated school serves this community. The program of vocational agriculture was first started in 1920. For several years the Kelley department has been one of the practice teaching departments, under the supervision of the Department of Vocational Education, Iowa State College. The present teacher, Mr. H. M. Byram, who has been on the job since 1926, is employed one-half time as teacher of Vocational Agriculture in the Kelley school and one-half time as instructor at Iowa State College.

The program of instruction for both the farm boys in the "day" school and the adult farmers in the "evening" school has included not only problems pertaining to the major enterprises in the community, but also problems of legume growing. The growing of legume crops has long been recognized as a sound and profitable practice in this community, however it has not yet become a general practice. One evening school on the swine unit had been held prior to the 1929 survey.

Data obtained from four community farm surveys of the Kelley community were available for study. A comparison of certain criteria which would seem to be indicative of changed farm practices in the community appears below.

TABLE I  
A Comparison of Certain Significant Criteria of Four Kelley Community Farm Surveys, 1924 to 1929

Criteria	Year of Survey			
	1924	1925	1927	1929
Number of Farms Surveyed	65	44	50	99
Bushels Corn per Acre	31.8	51.6	43.7	51.8
Percent Tillable Land in Legumes	6.4	7.3	11.8	17.7
Pounds Pork per Sow	726	987	915	1,012.4
Farmers Selling Percent Livestock Co-operatively			42	45.4
Farmers Selling Percent Dairy Products Co-operatively			54	70.7

It will be noted that the corn yield per acre increased approximately 20 bushels in 1925 over the 1924 yield, while the 1927 yield, although lower than the 1925 yield, was still approximately 12 bushels more than in 1924 and the yield in 1929 was exactly 20 bushels greater than the 1924 yield. This in-

crease in yield per acre becomes more significant when compared with the average for Story County, which was obtained from the Iowa Year Books of Agriculture. The yield of corn per acre in the Kelley community in 1924 equalled approximately the county average of 32.1 bushels. In 1925 the county average yield was 47 bushels compared to 51.6 bushels in the Kelley community, a difference of 4.6 bushels per acre. In 1927 the corn yield in the Kelley community dropped to 43.7 bushels per acre, while the county average was 37 bushels, with a difference of 6.7 bushels per acre in favor of the Kelley community. In 1929 the average number of bushels of corn per acre on 99 farms in the Kelley community was 51.8 bushels. The average yield for the county in 1929 is not yet available, but comparing the 1928 county average of 43 bushels with the 1929 yield in the Kelley community, there is a difference of 8.8 bushels per acre more in the Kelley community. These figures would indicate that, while there has been a variation in corn yield both in the Kelley community and in Story County, there has been a gradual yearly increase in corn yield of approximately two bushels per acre in the Kelley community during the five-year period as compared to the county yield for the same period.

## Increase in Legumes

The percentage of tillable land devoted to legumes in the Kelley community has increased rapidly during the period covered by these surveys. This criterion is perhaps the most reliable indicator of changed farm practices, since the growing of legumes would necessarily change both cropping systems and feeding practices on these farms. A recent study of the legume situation in Story County, made by A. H. Hausrath of Iowa State College, furnishes an interesting comparison with the situation in the Kelley community.

The acreage of legumes in the Kelley community increased from 6.4 percent of the tillable land in 1924 to 17.7 percent in 1929, while the acreage of legumes in Story County increased from 1.01 percent of the tillable land in 1924 to 3.62 percent in 1928.

Another criterion, which seems to be one of the most reliable measures of efficiency in pork production, is pounds of pork produced per sow kept. These surveys show that the number of pounds of pork produced per sow, in the Kelley community, has increased from 726 pounds in 1924 to 1,012.4 pounds in 1929. Data for Story County on this criterion are not available but studies made by the Department of Vocational Education, Iowa State College, show that, in 1928, those communities within Story County which were served by a vocational school produced an average of 1,010 pounds of pork per sow, while those communities, in the same county, served by consolidated schools without

vocational departments produced only 828 pounds of pork per sow. This comparison gives the Kelley community quite an advantage over similar communities not served by a vocational department.

In the matter of co-operation the Kelley farmers are showing considerable progress. In the 1927 survey, the percentage of farmers selling livestock co-operatively was 42 percent, while in 1929 this percentage had increased to 45.4 percent. In 1929 the number of farmers selling dairy products co-operatively was 70.7 percent of those surveyed as compared to 54 percent in 1927.

The influence, which the department of vocational agriculture in the Kelley community may have had in bringing about the changes revealed by the surveys studied, is indicated when a comparison is made of the farms of those who had been reached personally with instruction or whose sons had been reached thru the high school classes in agriculture and those of persons who had received no direct assistance from the school. Such a comparison of the farms included in the 1929 survey revealed the situation as shown in Table II.

TABLE II  
A Comparison of Certain Significant Criteria of the 1929 Survey on the Farms of Instructed and Uninstructed Groups of Farmers in the Kelley Community.

Criteria	Instructed Group	Uninstructed Group
Number Farms Surveyed	53	46
Bushels Corn per Acre	53	49.5
Percent Tillable Land in Legumes	20.9	15.5
Pounds Pork per Sow	1,101	867
Percent Farmers Selling Livestock Co-operatively	60	28.2
Percent Farmers Selling Dairy Products Co-operatively	71.6	71.7

This comparison shows quite conclusively the results of vocational instruction, in so far as the criteria compared are indicative of improved farm practices. Since even the "uninstructed group" is well above the average for Story County in the matter of corn yield and acreage of legumes, there is evidently considerable carry-over of instruction from those reached directly by the school.

The 1929 survey data used in this study were secured from the farmers by the local teacher of vocational agriculture and the members of the Future Farmer Chapter in the Kelley school during the winter of 1930. The data have been carefully checked by the writer, who believes that they are substantially correct. According to Mr. H. M. Byram, the teacher of vocational agriculture, the plan used in making the survey was as follows:

The first step taken in making the community survey of the Kelley, Iowa, community was the instruction of the survey idea to the agricultural class. The instructor aroused the boys' interest by showing results of former surveys and getting them to predict the present

(Continued on page 32)



# Organizing the All-Day Program to Provide for Part-Time and Evening School Instruction

R. B. SMITH, State Supervisor of Vocational Agriculture, Arkansas

**T**HERE can be no question but that the Vocational Education Act was designed to encourage vocational agricultural education among rural groups eligible for Part-Time and Evening School instruction. Likewise, it cannot be denied that those responsible for the administration of education for rural folks should assume their responsibility to offer such training to those eligible for Part-time instruction, as well as to those who are eligible for Evening School instruction in vocational agriculture.

That some progress has taken place is shown by the twelfth annual report of the Federal Board giving figures for the past eleven years in the four major types of systematic instruction in vocational agricultural education. It is interesting to note that the Part-Time and Evening School work did not start until 1921. While there has been a large acceleration of enrollment in Evening Schools since 1925, the same cannot be said of Part-Time instruction.

## Why Such a Showing?

Before we consider some of the reasons for this lack of acceleration in the growth of Part-Time and Evening School instruction in vocational agriculture, let us fix in mind the definitions for the various types of vocational agricultural instruction as given by the Federal Board for Vocational Education:

"1. The All-Day School.—This is a school composed of pupils who are pursuing their education in regular public schools and who are doing not less than 90 minutes of actual instruction in agriculture at the school and not less than an average of 90 minutes per day of supervised practical work.

"2. The Day Unit School.—This is a school in which pupils pursuing the usual public school course take a minimum of 90 minutes a week in some short unit course of instruction in technical agriculture and who do not less than six months' directed or supervised practice in agriculture.

"3. Part-Time Schools.—These are schools in which persons who have entered upon the work of the farm return to school and pursue short unit courses in technical agriculture and in subjects which improve their civic and vocational intelligence, and who do at least six months' directed or supervised practice in agriculture.

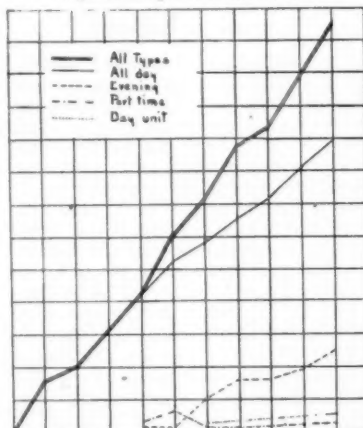
"4. The Evening School.—These are schools in which persons over 16 years of age, who have entered upon the work of the farm, return to school for short unit courses which will supplement their daily employment or will lead to promotion or advancement in that work, and who do at least six months' directed or supervised practice in agriculture."

Since vocational agriculture is only a part of our system of rural education, it is immediately evident that the easiest way to start the work was to graft it on to a going high school program by substituting an all-day course in vocational agriculture for some subject in science,

foreign language, Latin, or possibly some other high school subject. Those interested in rural education are not accustomed to being responsible for the systematic instruction of adults or young people who are out of school, and consequently they often exert some effort to have teachers of vocational agriculture spend their full time teaching all-day students at the high school at the expense of the evening school and part-time work.

In the beginning the type of teachers available for the work were trained in the practical arts type of agriculture, and it took years to train teachers who could even partially realize the need in the field of Part-Time and Evening School instruction. In the Day Unit field, in many cases, the tendency has been to make the work pre-vocational in both feature and function, with the added idea in mind that it would hold the pupils in school, and tide them over from the junior high school grades where they may receive all-day instruction with high school credit. While from a vocational viewpoint high school credit is of minor consideration, to the high school administration and the general public it has come to be of first importance.

*Growth (in units of 10,000) of the Four Types of Systematic Instruction in Agriculture from 1917 to 1927*



In some cases where due to educational neglect, there are many farm boys of vocational age in junior high school grades in rural schools, we are often justified in giving Day Unit work to boys in the seventh and eighth grades. The records show that the average farmer has only a sixth grade education, and that some communities are known to not have a single farmer who has a high school education. Perhaps this has some relation to our national farm problem. Probably our major responsibility is to train farmers who will have had a high school education. One of the most practical ways to meet this responsibility is to reach those boys and give them something practical and worth while before they drop out of the seventh and eighth grades, which are the high mor-

talities grades in rural education. This then will materially lessen the number of prospective Part-Time students who constitute our most difficult group to reach.

Another important reason for the retarded progress of Part-Time and Evening School work, is the fact that the administrators and public leaders have not realized the benefit to their school system, and their community social and economic life, of having their educational efforts extended in such a way as to increase the earning power of their patrons. The writer has known of several cases where the business men and local superintendent of schools have openly stated that they were interested only in the boys and girls who attended school; then later to become much interested and match a recommended raise in salary for the teacher when they found what the Part-Time and Evening School work was doing toward increasing the earning and buying power of the farmers of their trade and educational area.

Wherever leading business men realize that the head of the high school department of vocational agriculture can actively lead their community program of agriculture in a practical way, they are already to co-operate. Their "trade territory" or what we too often speak of in their presence as our "patronage area," are often synonymous terms, and anything that will develop it is contributing to the life of their community. We have made considerable progress in Evening School instruction recently, primarily because it is easier to achieve in this field than in the field of Part-Time work and partly because Evening Schools are being appreciated by persons of importance in human affairs.

Why we have made no better showing in Part-time instruction than we have is not only because of the fact that it is a harder piece of work to do, and it is only natural to follow the easier course, but because even the leading administrators of the vocational work have dodged the difficulties they early encountered, and have since given little time to the study of the problems of Part-Time work. Again, they have often failed to give even moderate reward and recognition to those who have tackled the problem and achieved some practical degree of success with the work.

## It Can Be Done

That Part-Time work can be done successfully has been proven in many states. South Carolina particularly has given a fair demonstration of what may be accomplished with both Part-Time and Evening School instruction. But, here again, a definite plan of procedure is well carried out and more time is available for the promotion and teaching of the work than is the case in most states.

A study by the writer covering eight southern states, shows that 42 successful teachers of part-time classes had

(Continued on page 32)



## Part-Time Schools



### Helping the Forgotten Country Boy

ROY H. THOMAS, State Supervisor of Agricultural Education, North Carolina

**S**EVENTEEN husky farm boys between the ages of 15 and 22 assembled one morning in the agricultural building of the Orrum High School, Robeson County, North Carolina. Ordinarily such an event is not worth mentioning. But in this case the principal and teacher of agriculture in this school were particularly pleased, for it was a bunch of boys who had stopped school—some as long as four years—and had come back at the invitation of the teacher of agriculture and principal to enter a part-time course. With a majority of the crops harvested and the beginning of the slack period on the farm, these boys were starting on a three-months' course of instruction designed to make them better farmers and citizens.

#### Why the Boys Quit and Why They Come Back

H. W. Bullard, the teacher of agriculture, found out that the boys had dropped out of school from the fourth to the seventh grades; not a single one had reached the high school. Some stopped school to help at home, some were dissatisfied with their school work; while others quit to make money. Seven of the boys were sons of tenant farmers, while ten were sons of farmers who owned their land. "After stopping school and trying to farm, I realize the need of definite instruction in agriculture. I made a mistake in stopping school. I am coming back to get something that will help me be a better farmer," said one of the boys. The remark of this boy was typical of the attitude of the whole group.

The first announcement of the teacher appealed to the boys. He told them that the instruction would be based on their needs.

With the advice of the teacher of agriculture, these boys decided to take short unit courses in poultry, hogs, and fertilizers. Ninety minutes each day was given to the agricultural work. Of course, they wanted instruction in farm

shop work as there is a daily demand on the farm for construction and repair work. So one period a week was devoted to shop work. The boys wanted instruction in other subjects. R. L. Pittman, the principal, and other teachers formed special classes in arithmetic, grammar, and community civics.

#### Planning School Work to Fit the Boy

One of the first things attended to after the class met was the selection of the kind of practical work each boy would do on his home farm in order to put into practice the principles learned at school. Some of the boys selected poultry, some hogs, while others were going to home-mix their fertilizers. For example, one boy planned to start in the poultry business by buying 200 baby chicks. Of course, with the chicks on hand he would have to know the best methods of feeding, prevention of disease, and general care of the flock. The shop instruction came in convenient for this boy and at home he built a chicken coop, a self feeder, and a modern poultry house. The boys with hog projects built hog houses and troughs.

A debating society was formed for these boys and once a week they met to get experience in talking in public and conducting meetings.

"This is the most interesting group of pupils in school," declared one of the teachers, "and I get much satisfaction out of my work with them. This group might be called 'The Boys Whom the School System Had Forgotten.' By this I mean that no attempt had been made to reach these boys and bring them back to school until the movement was started by our teacher of agriculture."

"As the manager of an important production enterprise, the farmer of the future will rank with industrial executives and he will join with other capitalists to finance his business ventures." —W. A. O'Leary, Director of Vocational Education of New Jersey.

#### A Survey of Farm Boys Out of School in North Carolina

Figures announced by the Federal Board for Vocational Education show that out of every 100 farm boys between the ages of 14 and 20 in North Carolina, 52 are out of school and 48 in school. The figures show that there are 119,939 farm boys between the ages of 14 and 20 in North Carolina rural districts. Of this number 54,055 are attending school while 57,884 are out of school.

A survey of 1,000 farm boys in 35 counties of the state show that the average North Carolina farm boy out of school between the ages of 14 and 21 is about 18½ years of age and has an education midway between the seventh and eighth grades. Of these boys out of school, 64 percent (nearly two-thirds) work on the farm as helpers, 28 percent get a share of the crop, and 8 percent are part owners. The survey also reveals that of every 100 boys out of school on the farm now, 21 left school to help at home; 41 stopped on account of being dissatisfied with school; 31 left to make money; poor health and failure in school work caused 6 to leave; and only 1 of the 100 graduated from high school.

#### Let's Go

**H**OW about a combined educational and recreational trip for your F. F. A. boys this summer? With four or five boys to each automobile and a camping outfit to keep down hotel expenses, a long trip can be taken at small cost. And what a kick the boys get out of it and if you are a real teacher they not only will have a good time, but will come back home with an added interest in farming. Trips to Washington are of common occurrence in the East. Dr. Lane and the men in his department are always glad to see the boys and to help entertain them. Following is what one agricultural teacher wrote his supervisor about an F. F. A. trip to Washington:

"We had a wonderful trip to Washington. The weather, roads, and camping conditions were all excellent.

"We met Dr. Lane, Mr. Williams, Mr. Ross, and others, at the Federal Board Building, and a reporter for the Washington Post took our picture and put a write-up in the paper. Dr. Lane took us to the Hotel Driscoll to hear the F. F. A. march played over the National Broadcasting system.

"Of course, we saw all the principal points of interest in Washington, Arlington, and Mount Vernon."

The best teacher is one who soonest makes his services unnecessary.



Part-time Class Constructs Brooder House as Part of Farm Shop Instruction

August 1930 Agricultural Education



# Evening Schools



## Evening Classes Started in August

J. E. McLEAN.

Teacher of Vocational Agriculture,  
Winder, Georgia

**D**URING the month of August, 1929, we organized and conducted evening classes on the growing of winter legumes and oats in five communities. I say "we" because three teachers of agriculture participated.

In every case except one, the class meetings were scheduled so as not to conflict with "protracted" religious meetings, which are usually held during

community or county tell of successful practices; they like to study the latest experiment station facts bearing on their problems; they like an unbiased, non-prejudiced attitude on the part of the teacher; they like to decide things for themselves.

During February and March, 1930, three evening classes on fertilizers for cotton and corn and varieties of cotton and corn were conducted in the county. There was a need for this instruction in other communities too but we would not get to them.

Over three hundred individual farmers have been enrolled in evening classes

## Summer Evening School a Success

J. R. ROBERSON.

Vocational Teacher,  
Rogersville, Alabama

**T**HE fifteenth of August, 1929, I met some men at the Anderson Junior High School to discuss the plans for holding an evening school with a group of adult farmers. I found them to be one of the best groups of farmers I have ever worked with.

A most successful evening school was held with the aid of two local bankers. This group of men selected a soil improvement course for study. We studied local soil types, rotations, manures, legumes, and winter cover crops, pastures and terracing. We enrolled 20 men from the ages of 25 to 65 and they were real farmers as the discussion showed before we finished our course. We held 14 lessons, on Monday and Thursday nights of each week. The principal of the Anderson school let us use the building where we had lights, blackboards, and a fine place to meet.

Some of the most outstanding things accomplished were: (1) six of the men sowed a permanent pasture, (2) nine of the men sowed Mammoth Kobe Lespedeza for hay, from one to six acres each, (3) the others sowed common lespedeza for soil improvement, (4) we inoculated some vetch and Austrian peas in class and several men sowed vetch, (5) we had a terracing demonstration and several of the men could run the terraces as well as any one, (6) then we went to some old terraces that were giving trouble and worked them over. That seemed to attract more attention than running new ones.

"When teachers of evening classes substitute information for imagination, they are on the road to success."—John T. Wheeler.

"No conquerer can make the multitude different from what it is; no statesman can carry the world's affairs beyond the ideas and capacities of the generations of adults; but teachers can create a new vision and liberate the latent paralysis of our kind."—H. G. Wells.



*The Average Attendance at Slatham, Georgia was kept above 80*

August. The work was unsatisfactory in one community where a conflict happened. As a whole the plan for doing evening class work in August on these enterprises was so successful that we plan to repeat it this year.

But some reader is probably saying: "How successful were the classes? No facts are given to prove it." No, but I am trying to keep away from figures in this article. Suffice it to say that successful demonstrations in the growing of winter legumes and oats were found in each community this year. Let us consider the following analysis of the situation:

1. There existed in Barrow County in 1929, and still exists, a need among farmers to increase yields of cotton and corn and to produce at home all necessary feeds.

2. The yields of cotton and corn may, among other ways, be profitably increased by the use of legumes and by the efficient use of fertilizers. Necessary feed stuffs may be grown on a cotton farm here at an economic profit.

3. The problem is determined by a survey and analysis of the local conditions; the solution suggested by a study of the practices of the best farmers in the community and pertinent experiment station data.

The farmers attending these classes have been keenly interested in such a survey and analysis. They like to get together and discuss their problems from every possible angle; they like to hear neighbors present phases of a problem peculiar to themselves; they like to hear leading farmers in the com-

in six communities in Barrow County during 1929-30.

In all of our evening class work we have tried to start with the needs or problems of the farmer. To meet these needs we have gotten them together and drawn on their experience for all available local facts, adding experiment station facts in the best form possible to pack up the experience of leading farmers. Our methods of promotion have not been unusual. In organizing classes we have consulted and enlisted the support of the county superintendent of schools, the local school boards, and other local leaders. Postals, letters, newspapers, posters, and personal visits were employed in getting attendance. Joint classes with home economics teachers have been held. And some of the most delightful meetings were those held jointly with the local Kiwanis Club, the evening classes in homemaking entertaining.



*Some Farmers Attend Both Summer and Winter Courses, Bethlehem, Georgia*



## Improved Practices From Evening School

C. B. SENTER,  
Teacher of Vocational Agriculture,  
Mt. Vernon, Texas

OUR evening school was started November 19 on dairying. We had 32 adult farmers regularly enrolled in class with an average of 28 present for twelve meetings. We have given most of the time to the teaching of: (1) balanced rations for milk production, (2) growing our feeds at home, and, (3) improving pastures and working out a balanced farm program for farmers of the Cypress community.

As a result of the night school many farmers are feeding their cows a balanced ration and keeping a record on their production. Others have entered the East Texas Permanent Pasture Contest and several are planting clovers in their pastures. One farmer has planted one acre of sweet and bur clover as an experiment. So far he has a good stand, and it is looking fine.

From a check-up survey among the farmers in this community they are planting 75 acres of feed more than they intended to before the evening school. The farmers estimate that \$5 per acre will be realized over what they would have received for the same land in cotton.

The farmers of this community worked out a balanced farm program which the bankers and business men of Mt. Vernon endorsed 100 percent. I have had three other communities ask me to develop evening classes in their schools in order that they may work out programs for the coming year, reduce cotton acreages and raise more feed. I shall organize these classes and take the two Mt. Vernon bankers and some of the business men with me to help in these meetings.

## Farm Boys in Evening Schools

AT THE consolidated school at Judson, Minnesota, H. G. Sanhoff, vocational agricultural instructor of Lake Crystal High School, has been conducting a series of evening school lessons for 10 farmers and 25 farm boys.

Meetings were held every Tuesday evening in the school assembly room from 8 p. m. sharp to 9:30 p. m., after which boxing was taught for 45 minutes to those interested. The class selected dairying as the subject to be studied and 12 lessons were devoted to this enterprise.

According to the instructor's estimate, 50 percent of the time was devoted to lecturing, followed by round table discussions; 25 percent of the time was spent in practical demonstrations on the better farms in the community, and the remaining 25 percent was devoted to carefully supervised study from the latest bulletins on these various subjects. Follow-up instruction is being carried out by farm visitations. A typewritten list of all the possible farm practices that could be carried out on the farm were handed to the students. This was found effective in securing actual farm practice work.

Another class in evening school work was taught by the same instructor in his own agricultural rooms at Lake Crystal, Minnesota. Meetings were held every Wednesday evening with an en-

rollment of ten to fifteen farm boys. These meetings were similar to those held at Judson.

## Evening School Attendance Increases

PAUL STRICKLAND,  
Vocational Agricultural Teacher,  
Oakboro High School, North Carolina

EVENING class work is on the increase in the Oakboro Community. Last year we had 20 farmers doing supervised practice work while this year we have 70. This big increase was made possible by the results of last year's work. Never had the farmers in this community shown as much interest in their business.



Such Attendance Makes the Teacher Smile at Oakboro, N. Carolina

I conducted two classes, one at Oakboro and one at Flint Ridge Church. Both the classes were very well attended, but the circumstances surrounding the class at Flint Ridge makes it even more interesting than the average. This community is across the river from Oakboro in Anson County but the farmers decided that they would ask me to come over and teach a class at the church. I was glad to do so since the farmers of that community did most of their trading at Oakboro.

The classes were conducted each Friday night from 7 until 9 o'clock and the attendance on these nights would make any teacher glad. We had as many as 150 present for several of the meetings with an average of 80 for the whole course.

"Facts are fair; facts are firm and do not fly. We must have faith to depend upon the influence of reliable representation of facts."—Dean Kent.

You can't let up and keep up.



A Successful Evening Class in Dairying at Mt. Vernon, Texas

## Lecture vs. Conference Method

B. R. DENBIGH,  
Modesto, California

THE agricultural department of the Modesto High School at Modesto, California, has just completed two series of evening classes, one in poultry, and the other in dairying.

These classes were offered by two of the regular agricultural department teachers who were especially familiar with their subject. They were given in response to the demand for education in the particular field.

Last year a dairy evening class was offered by the lecture method. The lectures were given by outside speakers who were specialists in some individual phase of dairying. While this instruction was worth while and well received, the agricultural faculty thought that if a smaller group was handled on the conference basis, those that were truly interested would receive more and could have their individual problems solved. Consequently, this year both the evening classes were established on the conference plan with no outside speakers.

	Poultry	Dairy
Total number of persons attending	70	70
Total hours of attendance	870	552
Number regular meetings	10	12
Number follow-up meetings	6	(None)
Average attendance of all meetings	27	23
Number members attending every meeting	6	2
Number members at 10 consecutive meetings	9	9

The agricultural evening school work is organized in units of 10 weeks each. Experience shows this is a desirable length of session. One of the interesting and very successful experiments that was tried by the dairy evening class this year was a full morning dairy cattle judging trip. One of the school busses took some 25 members to three of the outstanding dairies where classes of Jerseys, Holsteins, and Guernseys were judged. The members actually judged, placed, and gave reasons for their placings on all classes of animals at each ranch. It is planned to hold a dairy cattle judging contest between the regular high school team and a team made up of these adults.

Another interesting feature tried by the poultry group was the taking of blood samples from poultry for the testing of pullorum disease. These samples have been taken by the instructor with the aid of his all-day agricultural pupils of the regular poultry class as follow-up work for the members of the adult class.

As further follow-up activities the instructors will hold monthly dairy and poultry meetings in the schools.



# Supervised Practice



## Farm Practice as a Method of Teaching

CARSIE HAMMONDS, Teacher Trainer, Kentucky

**W**HAT one is to teach (content) and how he is to teach it (method) cannot be separated. It does not follow that having selected the content, method will take care of itself. Thus the reason for this series of articles on method.

Farm practice is a method or way of teaching. As is true of any other method of teaching, the primary purpose of farm practice is educational. Making money is not the primary aim, however important income may be in farm-practice work and in a vocation.

In the opinion of the writer, if the vocational agriculture teachers in Kentucky had voted on the question ten years ago the requirement of farm practice would have received a very small affirmative vote; today there is probably not a teacher who would abandon this method. If this method has won favor in spite of its being an unwelcome child in the beginning, it must have merit. Why is farm practice a good method to use?

### 1. Farm Practice Teaches the Teacher.

(a) The teacher who would successfully use the farm-practice method learns that he cannot teach just "about agriculture"; he must teach agriculture and about it too.

(b) The teacher selects a different content when he selects something that he knows the pupils are going to use now and in the future. The teacher learns that the content must fit the pupils and the community.

(c) The economic return from farm practice, tho sometimes overstressed, helps the teacher to see the importance of a money return in a vocation. It helps him to evaluate what he teaches in terms of its use in producing an income.

(d) The teacher becomes less bookish. He comes to know that the problem is not in the book but on the farm. More correctly the boy has or must be caused to have a farm problem. The problems are real. They are typical of life situations. Real problems do not follow the order of any book.

(e) The teacher is brought into intimate contact with the farming of the community. The teacher uses the community for educative purposes—for himself and pupils.

(f) The teacher is forced to think of the pupils individually. The teacher learns his pupils. (Seemingly, some teachers in studying grammar got the idea that teachers must never *learn* the pupils.) Often a boy who cannot grasp abstract ideas quickly will do excellent farm-practice. Such boys are respected more by the teacher after he learns them. The respect of the teacher increases the self-respect of the pupils.

### 2. Farm Practice Conforms to the Standards of Good Teaching Method.

(a) It results in self activity on the

part of the learner. Farm practice is self activity—individual participation. As farm practice is done by individuals, individual differences are taken care of. Farm practice is almost a guarantee that the teacher will pay attention to individual differences.

(b) The learner gets satisfaction from his work. "Nothing succeeds like success" and nothing satisfies like success. The pupil feels that the thing done is worth while. Farm practice of the proper kind and scope challenges the pupil. The pupil has the satisfaction of production, the satisfaction of removing the obstacles that are between him and his goal, the satisfaction of working in real vocational situations, the satisfaction of realizing that he is growing, developing.

(c) Organization is involved. The organization is natural and genuine. Each project becomes an organization center. Information must be interpreted, evaluated, classified, and used on each large unit of activity. The organization is a usable organization—an organization under life conditions.

(d) Thinking on the part of the learner is secured. Literally hundreds of demands for thinking are involved in a farm-practice program: (1) Determining the projects to make up the program. (2) Determining the scope of each project. (3) Determining the best kind of fertilizer or feed. (4) Determining the best breed, strain, or variety. (5) Determining how to control the insects or diseases. (6) Keeping the records, etc. The ability to think thus developed is more apt to function in later farming because farming now and farming later will have many identical elements or factors. Farm practice—when planning and everything is considered—probably involves more *creative* thinking than almost anything in our educational system.

(e) Farm practice helps develop initiative on the part of the learner. To the extent that pupils are required to initiate their own programs, and carry them out, initiative has a chance to be developed. Farm-practice work offers the boy plenty of opportunities for meeting new situations—plenty of opportunities for acting on his own resources.

In order that farm practice may be most educational, each student's farm-practice program should be carefully planned; accurate records should be kept and should be summarized annually or when each "project" is completed; the work should be carefully supervised by the teacher; the labor should be performed by the student in so far as conditions permit; long-time programs should be encouraged; the program should be under the control of the student.

### A Novel Class Project

WM. O'DONNELL,  
Raton, New Mexico

**O**NE of the yearly objectives of the Future Farmer's chapter of the Raton High School was the establishment of a class project for every boy to work upon thruout the year.

Hogs were chosen as the project for two reasons: first, due to the great lack of swine in the community; and second, to bring in good hogs for the farmers to purchase foundation stock from in the future. The boys have been short on field experience with hogs for several years due to the lack of hogs to use for such field work as castrating, care of the farrowing sow, feeding, and others. Our community is very well supplied with dairy and beef cattle, poultry, and sheep. Under these conditions it was felt that hogs would be a benefit to the local farming and ranching program.

Lumber was purchased from a wrecking company so that the cost of building materials was exceedingly low. Fences were made by weaving wires together and posts were cut and set. Two buildings have been erected at this time. One is a community gilt house 8 x 17 feet. This is a shed roof house and will later be divided into two individual farrowing houses. The other house is an A-type, 7 feet square, and provides shelter for the boar. A water line from a spring was constructed as a shop project using old pipe that had been discarded for this purpose. An adobe feed room was close at hand for the protection of the feed.

In deciding upon the breed and place to buy the gilts and boar the boys of the chapter looked around very carefully. On judging trips, especially in the fall, the boys had run into several very good herds. Finally it was decided to get the stock from the Sunny Peak Hog Ranch at Fountain, Colorado. The breed was Poland China and of the very best that can be purchased in the western states. Five gilts and one boar pig were bought for the class project. These pigs were four months old. Two gilts are direct granddaughters of Armistice Boy—three times world champion Poland China boar. The boar and the other gilts also have intensive Armistice Boy breeding.

It is part of the chapter's plan to show the better members of this project at several fairs next fall in order to advertise the work of the chapter and to more nearly meet one object of starting the project, that is, distributing the pigs in the surrounding region.

Two boys per week care for the feeding and management of the project. The pigs are fed and watered at the same time each day, night and morning. On Saturday, the troughs, houses, and utensils are cleaned very thoroly.

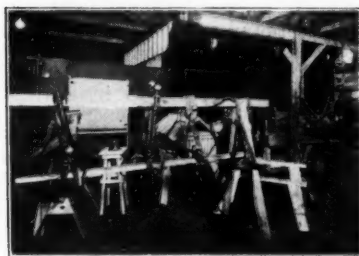


## Junior Fairs

H. D. ELDRIDGE,  
Instructor of Vocational Agriculture,  
Greeley, Colorado

THE first Junior Fair ever held in the Western Region was that of September 10 and 11, 1929, at Greeley, Colorado. The vocational agriculture departments of six high schools played a conspicuous part in a two-day celebration.

The Junior Fair was organized exactly as any county fair. F. F. A. boys acted as superintendents and assistant superintendents of the Voc-Ag Department. They cared for the livestock and set up the exhibits. Their exhibits included crops, farm mechanics jobs, and an interesting pictorial review of field trips and supervised practice work. There were also, banners, cups and ribbons which had been won at livestock and crops judging contests.



Part of Farm Mechanics Section,  
Greeley Junior Fair

There were a total of 82 vocational agriculture crops and livestock exhibits. In addition, the Great Western Sugar Company had a large electrical display on improved cultural practices in producing sugar beets. The Voc-Ag building was the center of activities on the fair grounds.

A departure from the usual procedure evident in county fairs was carried out in that no fake concessions, gambling devices or side shows were allowed on the grounds. However, there were plenty of lunch stands, ferris wheel, merry-go-round, and so forth. Admission was free to the grounds and to the grandstand. There were no restrictions or charges for parking automobiles.

The Junior Fair was a co-operative effort on the part of the county commissioners, the Greeley Chamber of Commerce, the county extension agent's office, the county vocational agriculture departments and the county rural schools. The project was financed by the county commissioners at a small fraction of the cost of the regular Weld County Fair. The County Fair was replaced by the Junior Fair.

The second afternoon of the fair was featured by a free-for-all rally in which a great variety of races, games, and stunts entertained a crowd of 4,500 spectators. Over 500 boys and girls engaged in the afternoon sport program. The program was started by a parade of Voc-Ag and 4-H Club prize-winning livestock. Following the livestock came the entrants to the various bicycle, pony, and foot races; contestants in the tugs-of-wars, and speed ball games, and the special stunts and costumes devised by the boys and girls. The 100-piece Greeley High School band lead the parade.

In the competition which followed no  
*August 1930 Agricultural Education*

cash prizes were offered. Instead, orders for merchandise on any merchant in the county were given to all winners. Adults watching the entertainment pronounced it the most enjoyable they had ever witnessed at any fair.

The Junior Fair is now more than an idea. It has been given a rigid test and has proven successful beyond the fondest hopes of its originators. It had a far-reaching effect in that it brought together in co-operative effort the business man and the school man, the farmer and the communist. The effect of the fair on the F. F. A. chapters taking part in it has been to vitalize their work for the entire year. It is now over six months since it was held and its influence can still be felt in project, shop, and laboratory work.

## Eliminating Failures in Supervised Practice

WATSON ARMSTRONG,  
Kentucky

FAILURES in farm practice work are a problem to every teacher of vocational agriculture. If our department is to make the best possible showing, it is necessary that we reduce these failures to a minimum.

The chief groups of students who fail on farm-practice work are as follows: (a) Those who fail to start. (b) Those who start, but fail to finish. (c) Those who fail because of poor co-operation at home. (d) Those who fail because of other work in summer; and several other groups of more or less importance.

Probably the greatest factor in determining the success in farm-practice work, and the percentage of completions, is the standing of the vocational department in the community, and the co-operation and backing received from farmers, business men, and patrons of the school. If the proper atmosphere surrounds the vocational department and farm-practice work is given the important place in the program that it should have, students and parents alike will understand the significance and value of farm-practice work, and students will not sign up for the course without having first taken the farm-practice work into consideration.

It is important that the agricultural instructor become acquainted with the boy and his father during the summer and know something of his opportunities and home conditions. Boys differ greatly in opportunities, abilities, and personal preference. Proper diagnosis of the case is very important. If a boy starts out on something that does not

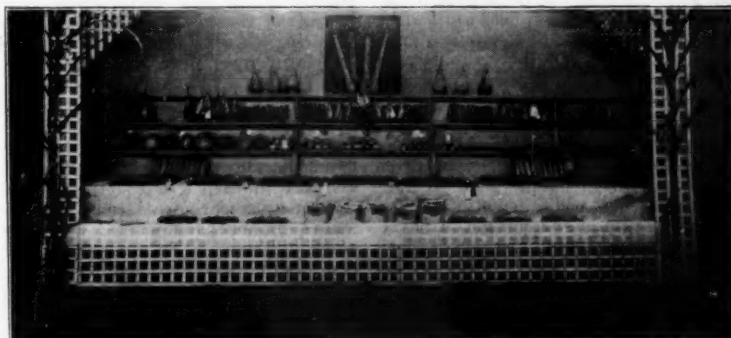
fit into the farming plans, something that he is not fitted to do, or does not like, or that his father is not in sympathy with, his chances of failure are greatly magnified. The instructor should advise and direct the student but should let the student and his father make the final decision. If a student starts out on something he likes, and is fitted for, he is much more likely to finish.

Co-operation at home depends largely upon the attitude of the parent toward the department as a whole. A parent likes to be consulted and considered. He must be sold on the proposition if the best results are to be obtained. Parents are usually more than willing to co-operate on a problem so important to them. It is a problem that is largely theirs anyway and they are more than glad to have the help of the agricultural instructor.

Some students require financial aid from banks and other concerns. Some must rent land or crop on the shares in order to work out a desirable program. Others must be encouraged and directed along certain definite lines. Many boys living in town, who were interested in the work, have rented town lots or small plots of land and carried out programs that compare favorably with the work done by some of the farm boys.

In many cases, excellent results have been obtained from students working in groups. For example, the students raising corn are divided into one group, a chairman is elected and they work together as a unit. Other groups are formed to cover the other enterprises. In some cases one boy may be in two or more groups but in all cases it serves to stimulate the work of that group. It serves to promote co-operation among boys of the group and at the same time to stimulate competition with other groups. Any such movement, which serves to keep up the interest of the boys and to promote the work of the department is worth the additional labor it requires.

In short, it is the duty of the agricultural instructor to know each boy personally early in the year and to be familiar with his abilities and opportunities. He must be able to deal with different personalities and cope with different conditions. He must have the ability to keep his department before the people and to show them the value of the work that it is doing. And most important of all, he must show that farm practice work is not a side-line but an important part of the course, necessary for a satisfactory year's work and necessary for a credit in agriculture.



Vocational Agriculture Crops Display, Greeley Junior Fair



# Farm Mechanics



## My Farm Mechanics Objectives

A. H. EVANS,  
Vocational Agriculture Teacher,  
Hudson, Iowa

THE first objective of a Farm Mechanics course should be, "To give the boy a permanent interest in owning good tools, machinery, equipment, and buildings, and knowing how to use them and keep them in a good state of repair at all times." My experience and observation of the last 12 years has proven this fact to me very clearly. I have found that on most farms and in the majority of homes, machinery, tools, and equipment are neglected as to repairs, working condition, and adjustment. I have also found many inferior tools in operation and used for other purposes than that for which they were designed. For instance, chisels are used for screwdrivers, pipe wrenches are used on hexagonal nuts, large wrenches are used on small nuts with the result that the threads are stripped or bolts broken. The broken bolts are usually replaced with baling wire.

Many times tools are poorly arranged and not properly laid aside. A plane is usually found resting on the cutting edge rather than on the side. The latter position protects the cutting edge but regardless of that neither boys nor "grown-ups" think of it when putting the plane away.

This calls attention to my second objective, which is, "Training in the correct use and care of tools, farm machines, and equipment." In accomplishing this objective, I always give a demonstration to the class on how a tool or machine should be used and adjusted to work properly. I show them how to do a new skill and thereafter give as many private demonstrations as are necessary. Most boys are eager to know how to use tools properly and want to do their work neatly so that it will be admired when it is taken home or when it is put on exhibition. After a boy has worked with a dull saw, plane, or chisel and his tools are then put in proper working condition and a comparison made, he appreciates the value of good tools and is desirous of using and owning such equipment. A boy cannot play good baseball with a poor mitt or a poor glove; neither can he do good work with poor tools nor good field work with poor machines out of adjustment and repair.

Training in appreciation of good workmanship is difficult, but when a boy once enjoys the thrill of accomplishing a good piece of work and receives the commendation of his parents he is well started on the road to improvement and will thereafter work with greater pride and caution. I have one rule in regard to this, which is that I will not permit a piece of poor workmanship to leave the shop. It must be satisfactory because each piece advertises the shop and poor advertising is worse than none.

I have found that the best way to

stimulate interest in the selection of proper materials for specific purposes and in estimating costs is to get a boy started on a project that he needs for his own purpose. Probably he is going to have a sow and litter project in his animal husbandry or farm crops work. If such be the case he can build his own individual hog house and his own self-feeders. He will be vitally interested in the cost of the materials used in these projects and also he will be vitally interested in their durability and appearance. He knows that the greater his expenses over a period of time the less will be his profits, so he will use the materials and skills which meet the requirements in the most satisfactory manner.

Briefly stated, my objectives in Farm Mechanics are as follows:

1. To give the boy permanent interest in the possession, care, and repair of tools, machines, and equipment.
2. To give the boy training in the correct use of tools and machinery.
3. To train the boy in appreciation of good workmanship.
4. To give the boy an appreciation of good tools and equipment.
5. To give the boy training in determining the usefulness of projects undertaken; in estimating amounts and costs of materials.



A Part of the Class in Farm Mechanics at Kelley, Iowa

## Repairing Proves Interesting

T. L. BARRINEAU,  
Vocational Agriculture Teacher,  
Gonzalez, Florida

ONE of the most interesting and practical class projects completed by the boys enrolled in vocational agriculture at the Tate Agricultural High School at Gonzalez, Florida, was the repairing, cleaning, and painting of all the farm machinery on the 40-acre school farm. This project was begun after the unit of paints and painting had been thoroughly studied in the classroom. The class was divided into groups of two each and certain implements were assigned to each group. Any needed repairs or replacements such as plow points, broken handles, etc., were first noted and made. Then all old paint, rust, dirt, etc., was cleaned off and two coats of a good grade of implement paint applied.

As a result of this class project several members of the class did the same job on the machinery at their homes.

## Boys Succeed Where Men Fail

H. M. BYRAM,  
Agricultural Instructor,  
Kelley, Iowa

CAN freshmen boys in the farm mechanics class entirely rebuild a large corn sheller and do it well enough so the machine will run like new when finished? The past spring class of the Kelley Consolidated School at Kelley, Iowa, has demonstrated that it can be done.

In the state "where the tall corn grows" the farmers shell their corn with powerful shellers drawn by 15-30 tractors. It so happened that a Kelley farmer had one of these big shellers of wood frame construction that was just about tottering on its last legs the past winter. He suggested to the agricultural instructor that the shop class repair it. The job was accepted with the understanding that the owner pay for all repairs.

After the machine was brought in the boys thought it looked like a pretty big job. And the instructor afterwards learned that two different wagonmakers had turned down the job. However, this class was not the kind to be daunted by such things so it set to work. The cylinder of the machine was jacked up, sides torn out and rebuilding began.

Of the twelve boys in the class about four or five boys worked on the sheller, changing off with other boys who were working on wagons, hay rakes, harness repair, saw filing, and other jobs. The different types of work included making mortise and tenon joints, fitting and bolting pieces together, coping saw work, replacing of gears, babbiting bearings, cold metal work, hot metal work, tap and die work, repairing and fitting worn-out wooden parts and painting. The mortise and tenon joints were made with power machinery. The rest of the work was completed in sixty hours.

After the sheller was finished the owner brought in his tractor and with the assistance of the boys tried out the sheller. Needless to say this was the most inspiring event of the year. Any boy might well be proud of being a member of a group which accomplished what adults had refused to try. They were agreeably surprised also when the owner fished out of his truck a five-gallon freezer of ice cream and eight cakes.

The owner of the machine offered to pay the school a bonus for the work but the instructor refused, saying that the best payment the school could have would be for him to tell his friends about it and suggest that they bring in their machinery likewise. It looks as if the Kelley Farm Mechanics class should not lack for repair work in the future.

The total cost of the repairs was \$60. If labor costs had been added it would probably have amounted to about \$75. The instructor estimated that it would not have paid the man to rebuild the machine himself but it furnished the boys in the shop with some practice and experience that they will find very useful when they get to farming.



## Forge Work Choice of Students

EARL H. LITTLE,  
Instructor of Vocational Agriculture,  
Walpole, New Hampshire

THE question, "What type of shop work do you like best and why?" was put to the advanced class in Farm Mechanics after the following phases of work had been taught: woodworking, forge work, tinsmithing, rope work, simple plumbing, concrete construction, and gas engine repair.

The results show that the majority of the class preferred forge work with woodworking and tinsmithing taking second place.

It seemed to be the consensus of opinion that forge work was of the greatest value to the boys who were going to be our future farmers from a standpoint of saving time and expense on repair bills. To quote a member of this class, "Too often does a farmer waste a half day in driving to a blacksmith shop with a small repair job, when, if he had a general knowledge of blacksmithing he could do the job himself in a few minutes." We have also found that too many farmers have been, and still are, working with tools that they suppose need to be dull to produce efficient results. Picks, mattocks, crowbars, etc., illustrate this type of tool.

The most important reason why this type of work was chosen is because these boys are all farm reared and have a genuine desire to increase their efficiency thru the saving of time, labor, and repair bills.

## Farm Mechanics Survey

NO vocational agriculture teacher can be successful who does not know the farming people of his community and co-operate with them. He will find it rather difficult to select farm shop exercises or advise properly the boys of the community without making the acquaintance of the farmers and their needs by visiting their farms and studying their equipment and mechanical problems.

"The farmers in a community have thru years of experience become familiar with their mechanical problems and can be of great assistance to a vocational agriculture teacher. To this end successful farmers of the community should be consulted by the agriculture teacher regarding mutual agricultural and farm shop problems.

"It has been found that one of the best ways to secure definite tangible information on the subject of farm mechanics is by an intelligent survey of the community. In such a survey it would be advisable to use blank forms which would among other things include check lists of equipment and mechanical jobs. These blanks when completely filled out would be compiled into composite tables from which conclusions could be drawn.

"A survey of the mechanical equipment of the farms by the teacher and boys will serve as a guide to vocational agriculture teachers in suggesting equipment for the home farm shops of the community and in selecting equipment for the school farm shop.—(From Texas Agricultural News Letter, September, 1929.)

## Prepare for Future

IT IS impossible for any farm mechanics course to anticipate the range of mechanical problems which will confront boys when they engage in farming.

If the mechanical training has been given entirely to following lists of specific directions, there will probably be no one present to hand the boy a job sheet when he encounters a mechanical problem on the farm in later years.

On the other hand, if boys in their mechanics training have been required to analyze jobs, figure bill of materials, consult sources of reliable information, and set up their order of procedure, it seems reasonable to believe they will have developed more initiative, resourcefulness, self-reliance, and confidence in their own ability to meet situations that are bound to arise later in a time when there is no one at hand to hand them a job sheet or give specific instructions as to how to proceed.—L. B. Pollom.



Farm Shop Boys of Gonzalez, Florida

## Text in Farm Mechanics

"Farm Mechanics," A. M. Field, R. W. Olson, and V. E. Nylm; The Century Co., Philadelphia, Publishers, 1928. 358 pages; 258 illustrations.

Twenty-two chapters presenting 107 jobs of Farm Mechanics in a simple but forceful manner. Jobs of a similar nature are grouped by chapters and are preceded by general information. Illustrations in most cases are well chosen. A predominant plan of presenting a group of jobs in three parts is followed; namely, general information relating to the group; material and equipment necessary for performing the job; and procedure setting forth rather explicitly the steps in doing the job. The book could have been improved by following the various jobs with additional references, this in spite of the fact that the jobs are well set forth. An apportionment of more space to care and upkeep of farm machinery would have pleased farm mechanics instructors. The inclusion of chapters dealing with farm lighting, heating, water supplies, and rural sanitation give the text such breadth in scope that vocational agricultural instructors will welcome the book as a valuable aid in their farm mechanics work.—Henry W. Schmitz, Manhattan, Kansas.

"Grass makes no noise when it grows, but it turns the fields green."

## Improving a Shop Program

JOHN A. SNELL,  
Vocational Agriculture Teacher,  
Hampden, Maine

THE farm shop program at Hampden Academy has been changed somewhat this year and further changes will be made with a view to improvement. Our program includes work in woodworking, blacksmithing, rope work, tool sharpening, soldering, and harness work.

These are stated approximately in the order in which they appear to interest the boys. Due to lack of equipment for other kinds of work, woodworking and blacksmithing have perhaps been over-emphasized in our shop. Yet I think that these two also have a natural appeal greater than most other phases. Moreover, they are particularly well adapted to project work whereby the desire to make something is satisfied. I hope that next year we will be able to do considerable work overhauling and repairing farm machinery, and I think it will create much interest.

The boys have indicated that they prefer that work for which they will have most use later. I believe that this is true, but I think they sometimes fail to see the possibilities of application of certain phases of work. The teacher should make it an important object to make sure that various applications of the work are thoroughly understood. This, I believe, would increase interest and facilitate progress.

## Miniature Plows Available

Deere and Company, Moline, Illinois, farm implement manufacturers, have designed and are distributing a miniature plow to each Future Farmer chapter in the United States. The plow is about twelve inches in length, of the walking type, and is finished in nickel. It is for use in the initiation ceremonies and other chapter meetings and should be on the desk of the vice-president. Executive Secretary H. C. Groseclose made arrangements with Deere and Company for this aid to our F. F. A. work and Agricultural Education congratulates both on this fine example of co-operation of the national association and a manufacturing concern. State advisers have been asked to furnish the Executive Secretary with the names and addresses of chapter officers to whom the plows will be sent. This makes it unnecessary for local advisers to make a request for the plow.

## Summer School Value

DR. A. M. FIELD of Minnesota asked a large number of vocational agriculture teachers what effect attendance at summer school had upon their work.

The replies received are interesting. Five and four-tenths percent of the men stated that, so far as they could see, the work had no effect; 24.3 percent said they thought it had caused some improvement; 70.3 percent testified that there was a marked improvement.

Forty to eighty percent of the cost of crop production is in labor and power. This fact should be considered in teaching agriculture.





# Future Farmers of America



## Future Farmers of the Philippines

H. B. COMER, Specialist in Vocational Agriculture and Rural Education,  
Central Luzon Agricultural School, Munoz, Philippine Islands

**T**HE charter chapter of the "Future Farmers of the Philippines" was formed at the Central Luzon Agricultural School October, 1929. This particular organization should in due time have a membership of about five hundred. The work of organizing and adopting a constitution suitable to our conditions took considerable time this year.

This organization is very important in a school like ours. Our boys need an organization that gives them systematic methods to attack the many big farm problems on the school farm. The boys need training in working co-operatively along agricultural lines for the larger life activities that will confront them after graduation.

A livestock judging contest on the several classes of livestock is the latest attempt of the organization. Prizes were offered and much interest was manifested.

Our chapter proposes to attempt the following program next year:

- (1) Sponsor a contest for demonstration teams.
- (2) Conduct a livestock judging contest using classes of poultry, hogs, vacas, and carabaos.
- (3) Conduct a contest for original farm plays.
- (4) Conduct a contest for rice and corn growers on the school farm.
- (5) Have an agricultural fair.
- (6) Conduct a contest for cost accounting records of the student farmers on the enterprises of their respective farms. Every effort is being directed toward improving the farming criteria on all student farms.

Our organization is patterned after the "Future Farmers of America" organization. We should like to be considered as a branch and charter chapter in affiliation with the "Future Farmers of America."

In order that one may gain an impression of how the vocational agricultural schools are organized and function in the Philippines, the following brief description is offered:

The Central Luzon Agricultural

School is one of the largest if not the largest secondary school of vocational agriculture in the world. Our enrollment at the beginning of the present school year was 1,040 boys. About one-half of our boys are student farmers and one-half are assigned as industrial workers; all boys are practically self-supporting.

The 500 student farmers next year will be assigned to about one hundred twenty farms of about three hectares each. The boys are given all that they can make from their hogs, poultry, garden and feed crops and they are also given three-fourths of the rice crop from their respective farms. The school farm has 1,400 acres. The cultivated land is worth \$240 per acre.

The list of industrial details found in the school and on the farm are the student government officials and police force, dormitory workers and guards, mess hall workers, sanitary workers, carpentry shop, machine shop, blacksmith shop, ground improvement, road construction and maintenance, library, hospital, post office, printing press, students' exchange, students' bank, shoe repair shop, nursery, granary, farm

boys are given free lodging but all industrial workers pay for their meals (25 centavos to 29 centavos per day). The student farmers are lent 6 pesos and 50 centavos per month at 8 percent interest. These loans are secured from the students' bank and the money is used to buy food and finance the student farmers until the crops are harvested. The student farmers live in houses in groups of from four to sixteen boys. Each group supplies and cooks its own food.

The six major avocational activities of the school are:

- (1) Athletics and organized games;
- (2) Orchestra and singing;
- (3) Cine (motion pictures);
- (4) Boy Scouts;
- (5) English Club;
- (6) Future Farmers of the Philippines.

We have 34 buildings on the campus and 43 permanent and comparatively new student farmhouses in the four school barrios. Scores of old student-farmhouses will soon be destroyed since most of the farmers will be placed in the four student barrios. The new farmhouses accommodate 16 boys each. We have

a large school hog project equipped with two-sow portable houses, a poultry project equipped with movable poultry houses which have a 50-bird capacity and a new incubator house. The new pasture-land house is located out in the animal husbandry section of the farm. All boys working on the animal husbandry detail live in this house which accommodates the 24 boys in charge of the pasture land.

The butchering shed, carabao, vaca, and manure sheds are located at the stock farm.

Central Luzon Agricultural School is the only insular school of agriculture in the Philippine Islands. Our student body is a great melting pot for boys representing most of the 87 different dialects and from the 48 different provinces. A boy may come here, attend

(Continued on page 32)



Charter Chapter of Future Farmers of the Philippines

crops, sugar cane plantation, animal husbandry, poultry project and the bugler. All of these activities are timed by the bugle and campus bell from 4:30 a. m. until taps at 10 p. m.

The boys attend school one-half of each day and work on their details or their farms the other half. The wage scale for the workers on the industrial details ranges from 7 centavos to 12 centavos (3½ to 6 cents) an hour. The

# Paul Landon Believes Training and Service Activities Will Play Big Part in Future Farming

E. R. HOSKINS, Supervisory Staff, New York

**F**ARMING has always appealed to me from the standpoint of service and the opportunity that it affords for one to realize life to its fullest extent. I think of these factors as well as making money."

This statement was made by Paul Landon to the writer recently during one of his numerous calls at the Bates farm.

"Come and see my young chicks," said Paul, as he came out of the barn when I first drove up. "Besides the 600 breeders which you saw last winter, I now have a lot of young ones. The new brooding house which I built is working out fine."

Paul's life has not been an easy one, but he gets a lot out of it. In order to secure a high school education it was necessary for Paul to find a place to work. He was fortunate in selecting the Bates farm, two miles north of Trumansburg. Charles Bates has always been a good farmer and the Bates home has always been a good home. Charlie needed a boy and Paul needed work and a home. Since 1916 there has been a mutual bond between the pals and partners.

It was on the Bates farm where Paul carried out such major projects as poultry, calves, and beans while taking his course in vocational agriculture at the Trumansburg high school. The choice of projects gave Paul a good cross-section of the farm business on the 130-acre farm, which was primarily a Seneca County crop farm with beans as a major cash crop. At the time Paul was in high school, Mr. Bates kept 7 head of cattle and 200 laying hens. In reference to his courses in vocational agriculture, Paul made the following statement:

"High school vocational training is a valuable asset to any boy who expects to remain on a farm or train for an agricultural occupation. A young farmer should have a definite program mapped out and his projects should be selected to develop that program."

Paul was graduated from high school in 1919, receiving the first vocational diploma granted at Trumansburg. The course in vocational agriculture created in him a desire for more training, so Paul continued to work on the Bates farm, but registered for short courses at Cornell for three winters. One course was in general agriculture, one in dairying, and one in poultry. In speaking of his short courses, Paul expressed his purposes for taking them:

"I thought after two years of practical farm work that a college short course would be a help in solving certain farm problems that had come to my attention, and I planned to go after a definite line of information and training. After completing my short courses I did cow-testing association work in Oswego County for one year before coming back

to help Charlie reorganize the farm for a two-man business. At first we rented more land until the farm was reorganized to meet the changing agricultural conditions."

As the writer talked over the changes that have taken place on the Bates farm with both Charlie and Paul, he found that a complete reorganization has taken place. Timothy hay and grain as cash crops have disappeared. They have been replaced by mixed grain for feeding and 27 acres of alfalfa. Three acres of potatoes and 15 to 20 acres of beans are still grown for cash crops. The dairy has doubled and the farm now carries 14 head. Five purebred Holsteins have replaced grades. Paul bought a well bred Holstein bull, which proved to be a profitable investment and a herd builder for the neighborhood. It is with pride that Paul shows the four purebred daughters and the young son of this sire. "That bull has made some money for us as well as improved many herds in this neighborhood," said Landon as he arranged the Holsteins for a picture.

These experiences of Paul's in assisting to reorganize the business on the Bates farm are of help to him now in his membership on the "Agricultural Conference Committee," created to formulate a long-time program for the development of Seneca County agriculture. He was included as a Farm Bureau committeeman and a Granger to serve with other leaders in the two organizations and to work with the supervisors, bankers, and other groups. If this group can reorganize their big Seneca County hay and grain area as the Bates farm has been reorganized, they may consider their program to be highly successful. Paul is serving on the poultry committee and he hopes to encourage the raising of more and better poultry in Seneca County.

Service activities on the part of Paul Landon have not been confined to the Grange and Farm Bureau. He is well known for his social, fraternal, and religious activities as well. He is a member of the Presbyterian Church at Trumansburg and is very active in lodge and club life. In talking with Landon about Future Farmers, he said: "The farmer of tomorrow must be able to organize his business on a basis equal to that of an industrial organization and to hold his own with other business and professional men." Tho Landon is still a young man he is able to meet and deal with any business or professional man in the community. He has always believed in co-operation and practiced his belief; his part in our association is well recorded in the minutes of the meetings and in former copies of *The New York Timer*, and he is still an active member in the Trumansburg Vocational Club.

We are safe in saying that leadership, fellowship, co-operation, training, and service are the key words that distin-

guish Paul Landon, who in expressing his views about the future of our association said: "The Association of Young Farmers of New York is a great organization, and the training of young men to work together and place service to the group above selfish interests is going to be a great help to the future agriculture of New York State. If the present generation of farmers who are trying to work out a program for agricultural relief could have been trained to work together in high school days, their efforts might be much more effective now."

## F. F. A. Boy Pays Income Tax

**J**OHAN DUBOIS, an F.F.A. of Woodstown, New Jersey, is making good at farming. Last year he went into partnership with his father on a one-third basis, John to furnish all labor and his father, all fertilizer, equipment, land, and so forth.

For the first year of the partnership sweet potatoes were made the main crop, 80 acres being planted to this crop and 35 acres set out with blocked tomato plants.

Due largely to careful crop management all thru the season, the yields were very satisfactory, indeed, for 18,000 bushels of sweet potatoes and something over 19,000 baskets of tomatoes were produced and sold.

John's share of the receipts was \$10,852.21 and after deducting a labor bill of \$7,036.10, he had a net profit for his own labor of \$3,816.11.

These figures are authentic. They were taken from John's income tax report blank.

## Stresses Thrift Accounts

**T**HE Future Farmers at Enterprize, Oregon, have a unique plan for stressing thrift among the members. Each Monday the cashier of the thrift club visits the agriculture classes and makes a collection of the amounts the boys wish to deposit. Before the bank closes that day he deposits the money in the F. F. A. thrift account. He enters these amounts in the record book in which each boy has a separate page. He also enters each boy's account in individual bank books furnished by the bank. These accounts at the bank are subject to check at any time. This activity has encouraged boys to save money and is endorsed by the parents and the business men of the community.

## F. F. A. School Garden

**M**OAPA VALLEY, Nevada, Future Farmers have prepared, planted, and irrigated a school garden. This will be used for commercial fertilizer experimental purposes in growing cantaloupes. There are complete fertilizer plots and check plots.

# Future Farmer News Notes

## A Good Program of Work

WE LIKE to print good programs of work that come to our attention. Here is one from the Cameron, Missouri, Chapter:

### I. To Promote Thrift:

1. One hundred percent to have money invested.
2. Fifty percent to have bank account.
3. Twenty-five percent to have savings account.

### II. To Promote Vocational Agriculture:

1. To give three demonstration programs in rural schools.
2. To co-operate in the Cameron Fall Festival.
3. Seventy-five percent to exhibit something in Fall Festival.
4. Twenty percent of boys to secure new students in vocational agriculture.
5. Assist farmers at every opportunity.

### III. To Develop Leadership:

1. One hundred percent to engage in class discussions.
2. Twenty-five percent to engage in a rural demonstration.
3. 100 percent of boys to participate in F. F. A. programs.

### IV. To Make Farm Home More Attractive:

1. Seventy-five percent of boys to name farm home and erect sign.
2. Fifty percent of boys to erect chicken-proof fences to protect lawns.
3. Fifty percent of boys to set trees or shrubs, or maintain flower beds, on lawn.

### V. To Promote Scholarship:

1. Have judging team at state and local contests.
2. Secure new pictures and charts for classroom every month.
3. Post ranking of individual members of the class every six weeks.
4. Tabulate library and periodicals and keep in order.

### VI. To Make F. F. A. Meetings Interesting and Beneficial:

1. Discuss one of the aims of F. F. A. at each meeting.
2. Have monthly meetings of F. F. A.
3. Have one joint meeting with Home Economics Club.
4. Have refreshments at 25 percent of the meetings.

## A California Future Farmer Makes Good

OSCAR F. LUCKSINGER,  
Teacher of Agriculture

EMILIO PASQUE, a former member of the Vocational Agricultural Department of the Gonzalez Union High School is making good as a dairy farmer. Pasque carried on agricultural work in the high school and after leaving school worked with his father on a grain and dairy ranch for three years before starting out on a ranch of his own.

Four years ago he bought 60 cows, leased 80 acres of land and started in the dairy business. He soon saw that in order to improve production he must join a cow testing association and was one of the first men to join the association in the high school district. As a result his average production has jumped to 312 pounds of butterfat for his herd of 50 animals. The highest cow produced 425 pounds of butterfat last year. All of these records were made on grade animals.

Not content with this program, Pasque last year started to test his herd to eradicate tuberculosis and abortion. He has just completed this task and at present has the first clean herd in the high school district.

The manager of the local milk condensery states: "Pasque and others who have taken agricultural training make our best shippers. They apply improved methods, and are open to suggestions. This makes me strong for vocational agricultural work."

## North Atlantic Public Speaking Contest at Eastern States Exposition

THE North Atlantic Region F. F. A. Public Speaking Contest will be held at Springfield, Massachusetts, Tuesday afternoon, September 16, 1930.

As a part of the program of the Eastern States Exposition, the contest will be held in the auditorium of the Junior Achievement Hall. The management of the exposition will provide a trophy for the winner and it is probable that some cash prizes in addition may be available.

The contest will be limited to one contestant from each state of the North Atlantic Region.

## Learn the F. F. A. Ritual

THE F. F. A. degree team of Yuma, Colorado, initiated several vocational agricultural boys into the mysteries of the Green Hand degree at the State Judging Contests held at Fort Collins in April. A report states that "each officer knew his lines and spoke clearly and distinctly and held the interest of all those present."

State Supervisor L. R. Davies of Colorado sends us the picture shown in this issue and writes as follows: "The boys put on the work excellently. It was equivalent to one of the nicest pieces of ritual work I have ever seen in any lodge. They made a wonderful impression on the audience which was grouped in the gallery surrounding the gymnasium floor. We are not quite as husky as the end men in the picture would seem to indicate, but at that we are not so thin."

## An Idea From Wyoming

THE Snowy Range Chapter of the F. F. A. recently held its annual Hard Time Ball. The dance was the biggest affair put on this year in the new high school gym. The decorations consisted of gunny sacks, wire, hay in bales, and blue and old gold crepe paper. The sacks were strung on the wire around and across the gym. The hay was used in cozy corners, around the orchestra and as seats around the gym. Crepe paper was put around the lights under the balcony. These lights with the aid of a spotlight afforded the only lights. The spotlight made the gym look like a barn. Prizes were awarded for the best costumes. These were a small turtle for the boy and a box of candy for the girl.

## Boys Buy Orchard Spray

THE boys in the Melvin, Illinois, Chapter of the F. F. A. have organized a community spray ring of 14 members owning approximately 500 trees. The boys have contracted to spray these trees five times during the spring and summer. They bought a Myers Junior spray pump and tank and have mounted it on a ton truck. Two boys in the Farm Mechanics class are operating it as a project. The profit goes to the two boys.



The Yuma, Colorado, Degree Team of F. F. A. Initiates Green Hands at the State Chapter Meeting



## New York's Leadership Conference

A VERY important part of the program of work of the Association of Young Farmers of New York, which, by the way, is the name used by the F. F. A. in that state, is the Leadership Conference held each winter at Cornell University. A report in *The New York Times*, the publication of the association, states that the conference held the past winter was a very worthwhile affair. About half the chapters in the state were represented by at least one delegate and some by more. Every chapter was invited to send its officers as its official delegate. Some 600 boys were in attendance.

These conferences have, as their major objective, the preparation of selected persons for leadership activities in local chapters, those in charge of the work well realizing the fact that the success of local chapters is dependent upon the vision and ability of the leaders who are chosen to positions of responsibility.

The activities at the conference include methods of conducting games at chapter meetings, planning and supervising educational programs, inter-chapter debates, contests, and dramatizations. One day was given over to public speaking as a requirement of leadership. A state-wide livestock, milk, and crop judging contest was a feature of the conference.

## F. F. A.'s Build Walk on the School Grounds

THE Vernon, Alabama, boys have recently completed one of their chief projects of the year by building a 310-foot cement walk on the school grounds. The work was done by the boys during vacant school periods. Funds to buy the materials needed were secured by means of a school play. The entire cost was \$50, compared with \$200 had the work been done by contract.

## Pest Killing Contest

THE Heyworth, Illinois, Chapter held a pest killing contest which ended recently. At the time the contest closed there had been 240 pigeons killed, 120 rats, 560 mice, 820 sparrows, besides a few crows, hawks, moles, ground squirrels, and so forth. When this contest began the F. F. A. boys divided into two sides. The losing side now has to entertain the winning side with a banquet.

## West Virginia Awards Honorary State Farmer Degrees

THE honorary degree of State Farmer has been conferred upon former Governor Gore of Clarksburg; Commissioner of Agriculture Smith of Charleston; and Earl McGlothlin of Ravenswood, by the West Virginia branch of F. F. A. Each was awarded a Gold State Farmer Key.

## Hurrah for Nebraska!

Full 100 percent of her local chapters have paid state and national F. F. A. dues.

August 1930 *Agricultural Education*

## F. F. A. Chapter Installed By Visiting Chapter

TWENTY-FOUR boys of the Chico, California, High School agricultural class were initiated into the Future Farmers of America recently when the Red Bluff team installed a local chapter at the high school, followed by a banquet in the upstairs hall and a basketball game in the gymnasium between the local chapter and the Los Molinos boys. Ninety-six boys, including those from Los Molinos, Willows, Corning, Red Bluff, and Chico attended the affair.

### FUTURE FARMERS OF AMERICA

We make no reservations in commending the organization of a Future Farmer chapter to every vocational agriculture teacher and membership in such chapter to every vocational agriculture student. The organization of Future Farmer work is not an experiment. So long as there is need for higher standards of accomplishment and leadership in American rural life we shall have need for such an organization as a part of the vocational agricultural program. No national agricultural movement during recent years has had such wonderful growth in such a short period of time.—L. D. Clements, Nebraska.

## Future Farmer Year Book

THE New Jersey State Chapter of the F. F. A. has recently published a 60-page illustrated booklet entitled "The Future Farmer's Year Book for 1930." On the first page we find the following:

"Our purpose in publishing this year book is to tell the friends of vocational education in agriculture something about the New Jersey branch of the Future Farmers of America. Read the pages that follow and we know that you will agree with us when we state that this organization has wonderful possibilities for the development of boys who are studying vocational agriculture as a part of their high school education.

This edition of the year book is made possible thru the co-operation and help of the printing department of the Camden County Vocational School. The boys in that department, under the direction of Mr. J. W. Morrow, the printing instructor, and Mr. J. M. Hall, the director of the school, printed the booklet. We commend them for the fine craftsmanship shown in the publication and hereby publicly express our thanks to them for their assistance."

Chapter advisers may secure a copy of this year book by writing to Earl Losey, President, Young Farmers Association of New Jersey, Sussex, New Jersey.

## A Colorado Local Chapter Publishes a Booklet

ANNUAL Activities of the Greeley Vo-Ag Department," is the title of a very attractive printed booklet recently published by the F. F. A. Club of Greeley, Colorado. This is a fine piece of publicity material and local chapters will do well to follow the lead of these Colorado boys. H. D. Eldridge is the teacher in charge at Greeley.

## Monroe City, Missouri, F. F. A. Active

ROY W. CARPENTER,  
Teacher of Agriculture

OUR F. F. A.'s have set up very definite goals to reach in their work this year. They are striving to aid the community where they can, to learn how to be successful farmers, and to develop into useful citizens who will be leaders in their communities.

An important community activity held last fall was a baby beef show in which the boys of the Baby Beef Club showed their animals. This was held on the main street of the town and was well attended by the farmers of the community.

The boys aided very materially in promoting and conducting an evening school for farmers at Stone School near our town this winter.

Another activity of the group is the making of tables, bookcases, ticket booths, stage scenery, and other similar articles for use of the school.

Also, they have helped the farmers of the community by testing several herds of dairy cows, culled some 1,200 hens, taken 32 blood samples for contagious abortion, and tested 4 soil samples.

In addition, they have set a goal of \$85 profit for each home project conducted, have all decided to deposit money in savings accounts, have planned to attend church regularly, and in many instances are showing the Dad thru the project how to do a better job of farming.

## The Poor Chucks

MEMBERS of the Grace, Idaho, Chapter are now actively engaged in a "Down With the Pest" drive. The drive is entered against squirrels and rock chucks. The club is divided into two teams; the losing team must furnish transportation and arrange for a trip to Lava Hot Springs for the winners. The tails are taken as evidence of destruction. Each member is eager to get a free trip to Lava. The contest is "red hot!"

## Arbor Day Observed

THE Naples, New York, Young Farmers' Association very fittingly observed Arbor Day when they sponsored the planting of 14,000 trees as a reforestation project. Some 110 boys and girls of the high school worked for three hours under the direction of the F. F. A. boys, the agriculture teacher, Mr. A. O. Jenkins, and Professor C. C. Delevan of the State College of Forestry. The trees include 4,000 conifers and 10,000 locust transplants. It is planned to make reforestation an annual affair in this chapter.

## Girls Instead of Dads

THE Tiskilwa, Illinois, F. F. A. chapter has a unique plan for a chapter banquet. Each member of the chapter brings a girl instead of his dad. A report states that so much interest is shown in the affair that it seems inadvisable to try to change to the usual Father and Son banquet.

## Organizing the All-Day Program to Provide for Part-Time and Evening School Instruction

(Continued from page 20)

only an average of 17 percent of their school day available for the development of part-time work. Many teachers say that this group will not accept education, however, this is a gross mistake, for human nature is hungry for real opportunity the world over. The facts are that very, very few educators of any kind have been earnestly concerned in the welfare and training of this group of rural people. If these same young people lived in larger cities they would be working, earning, and learning an occupation, or pursuing some other type of education.

The year before last, one agriculture teacher started a small class which grew to 18. Last year the class grew until 40 members were enrolled. At the present time the class has about 70 members. Most of these boys cannot attend the local high school in town because they cannot afford to pay the tuition charges, and they do not have anything but the small antiquated grade school in their own community. I asked their teacher what percent would become farmers. His reply was, "One hundred percent." Are these future farmers entitled to an education?

One young vocational agriculture teacher who surveyed the patronage area of his small town last year found 152 boys 14 to 21 years of age out of school. While the boys in the town with its railroad and industries have a good four-year highschool, these boys in the country, whose parents help to make this little town what it is, do not have even a good rural grade school in this instance. Most of these young men have finished their local grade school, and now are drifting about unable to secure further training for their life-work. However, last year the teacher of vocational agriculture had a class of 15 who did good work.

### Providing for Part-Time and Evening School Instruction

How can we organize the All-Day program so as to provide an opportunity to teach Part-Time and Evening School classes? Studies made by the writer show that this can and is being done. A few suggestions might be given as follows:

1. First of all insist that school officials recognize in a practical way the general rule in secondary education—that a teacher must teach only in fields of his major or minor specialization in college preparation.

2. Where possible, discourage any tendency toward having the teacher of vocational agriculture do any actual teaching outside of the field of agriculture.

3. Administrators of vocational agriculture should take special care to see that teachers who actually deliver on good programs in Part-Time and Evening School work should receive some reward for their added expense and efforts.

4. Arrange the teaching schedule to allow time for evening or part-time work.

### A. Suggestive Schedule

H.S. Periods

1, 2—Vocational Agriculture I, 9th and 10th grades, alternating with Agriculture II.

3, 4—Vocational Agriculture III, 11th and 12th grades.

NOON

5, 6—7th and 8th grade Day-Unit Class, three times a week.

7, 8—And 5th and 6th periods twice a week to promote Part-Time and Evening School work.

Standard 26 periods of teaching per week with All-Day and Day Unit classes, and 14 periods available for part-time and evening school classes, and supervision work. While the normal amount of teaching for high school teachers is 30 periods or its equivalent, agriculture is partly on a laboratory basis.

### B. Suggestive Schedule

Periods

1, 2—Vocational Agriculture, 7th and 8th grades.

3, 4—Vocational Agriculture I, 9th and 10th grades alternating with Agriculture II.

NOON

5, 6—Vocational Agriculture III—Day Unit three times a week.

7, 8—And with 5th and 6th periods twice a week available for promoting and teaching Part-Time and Evening School work, and doing practice supervision.

### C. Suggestive Schedule

Periods

1, 2—Superintendent of school.

3, 4—Vocational Agriculture, 7th and 8th grades.

NOON

5, 6—Vocational Agriculture I alternating with Agriculture II.

7, 8—Supervision of farm practice and promotion of part-time and evening school work.

### D. Suggestive Schedule

Periods

1, 2—Vocational Agriculture I, 9th and 10th grades, alternating with Agriculture II.

3, 4—Vocational Agriculture III, 11th and 12th grades.

NOON

5, 6—Supervision of practice work and promotion of part-time and evening school work. Proration of one-fourth to one-third time as secretary of the local Chamber of Commerce, or agricultural specialist for such an organization.

The above schedules are only suggestive and may be changed to meet the local needs. They are given to show that the school program and schedule can be arranged to allow time for contact with the real farm problems of the community and provide time for the promotion and teaching of part-time and evening school classes. We can never hope to be influential factors in the solution of farm life problems and thereby make our instruction really vocational if we continue to assign all of the time of our teachers to the all-day students. Good part-time and evening school work in vocational agriculture is more vocational in function than any other type of work we do, and for that reason we should be stressing it more.

## Changed Practices Due to Vocational Agriculture

(Continued from page 19)

status of farming efficiency. The boys were asked to survey their own farms first. This increased their interest in finding how other farms in the community would compare with their farms and gave the instructor a chance to find any mistakes in the methods used in securing data.

At about the same time, letters were sent to all farmers in the community stating the purpose of the survey, enlisting their co-operation, and stating that on a certain day the boys of the class would visit them and survey them. A survey card was included in each letter.

A week before the date set to survey the community the project was brought up before the regular meeting of the Kelley Future Farmer Chapter. This group included some boys who were older than those in the class and who were not now studying agriculture. They were already familiar with the survey. A motion was passed to the effect that the club would manage the survey. It was decided that one service point would be awarded for each farmer surveyed by a member of the chapter before the set date for taking the survey. When this date arrived 60 surveys had been taken. One boy took seven in one evening.

On the date set for the survey, three cars were loaded with boys. There were six boys in each car comprising three teams. In each team a good student was put with a poor student in order to give every boy the experience and at the same time secure reliable and accurate data. It was an easy matter to survey the remaining farms in the community with this arrangement. A total of 99 farms were surveyed. This was about 95 percent of the farms in the community. The only men not surveyed were those who were not at home. Only one man in the community refused to give the data asked for.

It is believed by those in charge of the work that when the next survey is taken it can be turned over entirely to the boys of the Future Farmer Chapter. It is felt that this is one of the most desirable types of activities which this organization can sponsor.

## Future Farmers of the Philippines

(Continued from page 28)

school for four continuous years of 12 months each and receive free education. After graduation he should be able to withdraw from 100 to 200 pesos from the bank, if he has been thrifty. This is a big stake with which to start life, especially when we consider that the laborers in the Philippine Islands work for from 70 centavos to one peso a day and board themselves.

Several years ago the school farm was virgin forest. The tract has been cleared gradually until the farm now exists as a high class typical rice plantation on the rice plains of the Island of Luzon, which supports a large student body. It is indeed a living monument of vocational agricultural vision; a seed bed of successful farmers of the future.

